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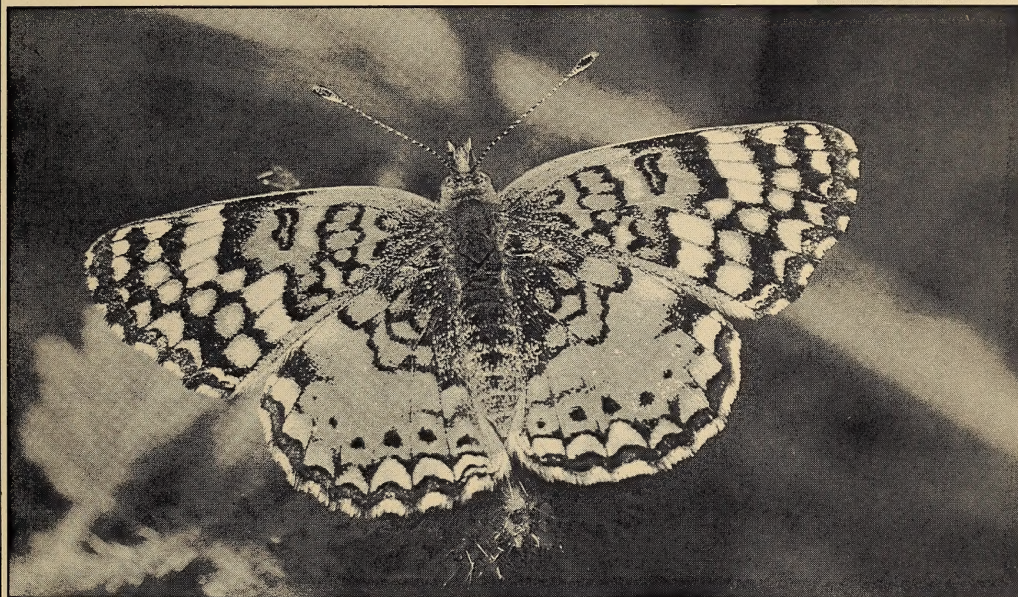


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Module 8A

Grade Two Thematic

Creep, Crawl, Flit, or Fly



Home Instructor's Guide: Days 1-9
and
Assignment Booklet 8A



Learning
Technologies
Branch

Alberta
LEARNING

Grade Two Thematic
Module 8A: Creep, Crawl, Flit, or Fly
Home Instructor's Guide: Days 1–9 and Assignment Booklet 8A
Learning Technologies Branch
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The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Module 8A: Creep, Crawl, Flit, or Fly

Day 1 to Day 9

The focus of this module is the science topic Small Crawling and Flying Animals. The animals are invertebrates. They are not referred to as insects because some of the small-scale animals studied in this module, such as snails and slugs, earthworms, and spiders, are not insects.

The reading resources for this module deal with communication and language. They deal with words, print, ways of communicating, imagination and pretending, ways to keep in touch, and drama. The Music and Movement activities reflect the theme, with the student singing and acting out movements he or she has created.

As in the other modules, basic reading resources for this module are provided. In addition, it is recommended that you and the student visit the library to borrow the suggested books in the list below to augment the student's learning.

Reading Resources

The following books are suggested reading resources for the days listed. If possible, obtain one or more books from each category.

Any of the "Books to Be Read Aloud" can be shared with the student during Story Time.

Days 1, 2, and 3

Books to Be Read Aloud

The Enchanted Caribou by Elizabeth Cleaver
I Want to Be a Puppeteer by Ivan Bulloch and Diane James
Puppets (World Crafts) by Meryl Doney

Books to Be Read Alone or with a Partner

I Can Make Puppets by Mary Wallace
Lemonade Parade by Ben Brooks
Louie's Search by Ezra Jack Keats
Parade by Donald Crews

Days 5, 6, and 7

Books to Be Read Aloud

The Fabulous Song by Don Gillmor
Fat Charlie's Circus by Marie-Louise Gay
I Want to Be a Juggler by Ivan Bulloch and Diane James
Phil the Ventriloquist by Robert Kraus

Books to Be Read Alone or with a Partner

Baseball Ballerina by Kathryn Cristaldi
D. W. Flips! by Marc Tolon Brown
Greatest Show on Earth by John Prater
Night at the Fair by Donald Crews

Tongue Twister Books for Day 6

One Prickly Porcupine by Odette and Bruce Johnson
The Piggy in the Puddle by Charlotte Pomerantz
Six Sleepy Sheep by Jeffie Ross Gordon

Dennis Lee Books for Day 7

Jelly Belly
Dinosaur Dinner with a Slice of Alligator Pie
Lizzy's Lion
Garbage Delight: Another Helping

Day 9

Books to Be Read Aloud

It's Magic by Henry Gordon
I Want to Be a Magician by Ivan Bulloch and Diane James
Jamaica's Find by Juanita Havill
Who Is My Neighbor? by Michael Grejniec

Books to Be Read Alone or with a Partner

Beezy by Megan McDonald
Emma's Magic Winter by Jean Little
Just Imagine by Deanne Lee Bingham
Pet Show! by Ezra Jack Keats

The following websites feature a variety of books at the student's level and interest:

- <http://www.bookadventure.com>
- <http://www.scholastic.ca>

Science

Following are additional resources for teaching about small crawling and flying animals.

Books

The Very Hungry Caterpillar by Eric Carle
Effie by Beverley Allinson
The Life Cycle of a Bee by Jill Bailey
The Life Cycle of a Butterfly by Jill Bailey
The Life Cycle of a Grasshopper by Jill Bailey
The Life Cycle of an Ant by Jill Bailey
Spiders by Rhonda Brazina
Science Through Children's Literature by Carol M. and John W. Butzow
The Grouchy Ladybug by Eric Carle
The Very Busy Spider by Eric Carle
Spider by Michael Chinery
Buzzing a Hive by Jean C. Echols
Bugwise by Pamela M. Hickman
Exploring Science Through Literature by Jo Ellen Moore and Thomas Camilli
A Creepy Crawly Song Book by Hiawyn Oram
Beastly Bugs (Creepy Creatures) by Steve Parker
Ants by Anne Smith
The Art and Science Connection: Hands-On Activities for Primary Students by Kimberly Tolley
Play and Find Out About Bugs by Janice VanCleave
Young Naturalist: Discovering Insects by Gilles Brillon
The Insect Book: A Basic Guide to the Collection and Care of Common Insects for Young Children
 by Connie Zakowski
The Ladybug and Other Insects by Pascale de Bourgoing and Gallimard Jeunesse
Amazing Insects by Laurence Mound
Amazing Spiders by Dorling Kindersley Ltd.
Discovering Slugs and Snails by Jennifer Coldrey
The Bee by Sabrina Crewe

Websites

When you go to the following websites, you will conduct your own searches. Use keywords, such as *insects*, or name specific insects, such as spiders or earthworms.

- <http://www.2learn.ca>
- <http://www.yahooligans.com>
- <http://www.edupuppy.com>
- <http://www.insectlopedia.com>

Audiovisual Resources

Backyard Bugs, National Geographic, 1990
Benefits of Insects, National Geographic, 1990

Computer Software

Zoology Zone: Spiders CD by Blackstone Multimedia Corp. and Karvonen Films Inc. (available from Learning Resources Centre)

Music

These resources may be used as a follow-up to Music And Movement lessons:

Tapes/CDs

“5 Little Monkeys,” Sharon, Lois & Bram: *One Elephant, Deux Elephants*
“The Three Bears and a New Baby,” Sesame Street DVD
“Three Piggy Jive,” Eric Nagler: *Come On In*
“Pyjamarama,” Jack Grunsky: *Waves of Wonder*
“Three Little Birds,” Bob Marley: *Legend: The Best of Bob Marley and the Wailers*
“Moose on the Loose,” Carol Laurakas: *Children’s Songs of the Midnight Sun*

Books/Stories/Poems

Hanimals by Mario Mariotti
Flipbook Animation by Patrick Jenkins
Five Little Monkeys Jumping on the Bed by Eileen Christelow
The Cat in the Hat by Dr. Seuss
Carnival of the Animals by Kozo Kakimoto and Camille Saint-Saens

Films/Videos

Fantasia, Walt Disney
Animando, National Film Board
The Cat Came Back, National Film Board or Oak Street/Sony Video

Field Studies

Some suggestions for a field trip are as follows:

- If possible, arrange to take the student on a field trip on or prior to Day 1 to a nature conservation area, such as the John Janzen Nature Centre in Edmonton or Elk Island National Park near Edmonton.
- Take the student to a local park on a walk to do the following: turn over a rotting log and observe all the life to be found there; watch ants scurrying around an ant hill; check out a tree, starting at ground level, looking in the grooves of bark, under loose bark, in holes, at buds, and on and under leaves.
- Visit a honeybee farm.
- Check with your local library for puppet plays, upcoming performances, visiting authors, and artists. Take the student to the performances.
- Take the student to the park for free entertainment, such as band concerts, dancing acts, and outdoor theatre.

Guest Speakers

Look for the following people as resources in your community or when they visit your community:

- a beekeeper
- an entomologist from a local university or college
- a honey producer
- a magician
- an author or illustrator

Suggested Activities

At any time during class time, or after the day's lessons are completed, you may want to reinforce some of the learning. These are suggested activities the student might enjoy:

- Sort and read the high frequency and spelling words:
 - alphabetically
 - by length (from short to long, then long to short)
 - by the same sounds (in any part of the word)
 - by easy words
 - by tricky words
- Read and clap out the syllables in high-frequency words and spelling words.
- Using modelling clay, the student can roll out and shape the letters of a word, place them on cardboard, and feel the shape of the letters while saying them aloud.
- Make a set of cards from the words in each selection to play Bingo.

- Make a family joke book. Use a scrapbook or staple pages together. Have each family member write one or more jokes in the book. Friends and neighbours can contribute to it. The student may illustrate the jokes.
- Have a puppet show. The student, alone or with family members or friends, can make simple puppets out of craft sticks and cardboard for faces, then select a story or joke to act out.
- Play a dictionary game. One player finds a word in the dictionary and gives clues to the other players, such as “It’s found in the beginning section of the dictionary. It’s found under the guide letter *a*. The second letter is *p*. It’s a fruit.”
- Analyze television commercials. Ask the student to view television commercials. Ask what he or she likes or dislikes about a commercial, what it is selling, what it promises, and whether the student believes it. After watching a show, ask the student which commercial he/she remembered most and why.
- Have the student conduct a survey at home asking questions related to advertising: Are commercials a good or a bad idea? Why? Should commercials be on television? Why or why not?
- Make a Menagerie Puppet Theatre out of paper plates, circle-shaped cardboard, or Bristol board. Cut a hole or slit in the centre of the circle or plate, leaving 3 to 4 cm on each side. The student paints background scenery or various animal story settings on the circles or plates, such as a jungle, trees, the sky, the beach, and so on. Help the student make clay figures of animals. Have the student turn the figures into finger puppets by fitting them on a finger or inserting craft sticks to manipulate them. The student then inserts the finger puppet into the theatre slit or hole and has the puppet dance and act out various animal stories, songs, or adventures. This can be set up in the dramatic play corner.
- Enlist the student and his or her family members to find humorous cartoons in newspapers and magazines. Post these on a “Cartoon Wall.”
- The student can research an author and/or illustrator (other than Barbara Reid or Phoebe Gilman).

Resources Supplied with Module 8

JEUX D’ENFANTS/Children’s Games CD

Music and Movement in the Classroom CD #1 and CD #2

Ideas That Sing! Volume 1 CD

Collections Writing Dictionary

Collections book: Just Watch Me

Level B: Modern Curriculum Press Phonics

Collections booklet: A World of Puppets

The following materials from the Appendix should be removed and ready to use prior to the lessons:

- | | |
|-------------------------------------|------------------|
| • Calendar Page | • Spider Diagram |
| • Calendar Picture | • Poem Checklist |
| • Small Animals I Found | • Ant Diagram |
| • Small Crawling and Flying Animals | • Bee Diagram |

The Appendix materials from previous modules are also to be used as reference.

Materials You Need for Module 8

Besides the basic resources that come with this course, there are other materials you will need.

The materials required should be readily available. Ensure any materials needed for the day's lessons are collected and organized beforehand.

- paper of various types and sizes
 - lined and unlined
 - legal-sized unlined paper
 - Bristol board
 - construction paper
 - poster paper
 - sheets of coloured paper
 - mural paper
- HB pencils and eraser
- crayons (wax and pencil), watercolour set and paintbrush, tempera paints
- chalk, charcoal, pastels
- masking tape
- letters of the alphabet
- index cards (coloured and white)
- calendar components: three metal rings, a pocket chart that can be purchased or made of poster paper, and a current calendar
- books, magazines, other reading material
- old magazines, calendars, store flyers, and catalogues (to use for projects)
- duotang with loose-leaf paper for the student's journal
- CD player
- tape recorder, blank audiocassette, a microphone for recording (some recorders have built-in microphones), or a computer with recording capability
- modelling clay
- an area set aside for a Calendar Wall and a Calendar Corner
- atlas, road map, and globe

- materials for puppet (student chooses):
 - for sock puppet: an old sock, cardboard, button, fabric
 - for shadow puppet: cardboard, 2 drinking straws that bend, a paper fastener
 - for glove puppet: a nylon knee sock, thin cardboard, yarn, fabric, felt pen, sequins
- materials for collage: wallpaper, wrapping paper scraps, tissue paper, fabric, yarn, buttons, sequins, feathers, string, magazines, newspapers, markers, poster paper
- magnifying glass
- nylon stocking or pantyhose
- metal coat hanger
- 5 small clear plastic jars with lids (like pill vials)
- labels
- plastic bag
- spoon
- for spider: large (at least 2 L) see-through container (like a jar or restaurant container), cotton balls or small pieces of sponge, fine screening or plastic wrap with tiny holes in it, 2 elastic bands, 2 small dishes, gloves, forked branch to fit in container
- juggling items, such as small sponges, rolled-up socks, bean bags, balls, oranges, hoops
- for ants: a large jar; a piece of wood that fits in the jar; several pieces of cheesecloth; wide elastic; soft garden soil; 4 small plastic bags; sugar, breadcrumbs, bacon bits, and grass seed (5 mL each); spoon
- flour, baking soda, cinnamon, salt, honey, brown sugar, egg, margarine, walnuts (optional)

For aquarium or terrarium (choose one):

- for aquarium: a large jar or a small fish tank; washed sand, gravel, or aquarium rock; water plants; pond or water snails (can be found in a pond or purchased at a pet store)
- for terrarium: a large jar or a small fish tank, gravel for drainage, damp soil, stones or broken flower pots for shelter, plants, mesh lid or fine screen for ventilation, a large elastic if using the jar, slugs or non-water snails
- for earthworms: a large, clear jar with lid; soil collected locally; black construction paper; fine sand; coffee grounds; brown sugar; leaves; earthworms (either dug up by the student or purchased)
- carrot (thumb-sized), several 16 cm x 12 cm pieces of stiff cardboard

- crepe paper
- pipe cleaners
- pieces of cardboard approximately the size of a standard sheet of paper
- craft sticks

Daily Summary

Day 1

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing these activities)

- ☐ current month's calendar and materials
- ☐ Calendar Page
- ☐ Calendar Picture

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing! Volume 1* CD
- ☐ modelling clay

Language Arts

- ☐ *Collections* book: *Just Watch Me!*
- ☐ Thematic Assignment Booklet 8A
 - Day 1: Assignment 1

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Science

- ☐ Small Animals chart from the Appendix
- ☐ magnifying glass

continued

Looking Back

- ☐ Thematic Assignment Booklet 8A
- ☐ Day 1: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10–30 minutes)

If your student has mastered the months of the year and days of the week, you may wish to shorten the time spent on calendar activities or to go directly into the day's lessons. The materials for Calendar Time will continue to be included in the Appendix of the Student Module Booklet for your use. Follow the daily procedure from previous modules if your student needs more practice with these skills. Calendar Time will continue to be cited in the Student Module Booklet and the Home Instructor's Guide with a generic statement to follow the previous routine.

Math Time (Time recommended: 45 minutes)

The student works on Module 8: Day 1 in the math program.

Music and Movement (Time recommended: 30–45 minutes)

Do the following stretching activities now and throughout the module as a break or after doing any physical activities as a cool down.

Hold each stretch for 15 to 20 seconds. Emphasize that stretches should never hurt and that stretches should be done just until they are felt. Do these stretches with the student:

- Reach for the sky with arms outstretched.
- Stand on toes and reach for the sky.
- Clasp your hands behind your back and lift your arms up until you feel the stretch.
- Put your arms over your head and hold the elbow of one arm with the hand of the other arm. Gently pull the elbow behind your head. Repeat with the other arm.
- Sit in a comfortable position and very slowly roll your neck to one side. Keep your back straight. Repeat in the other direction.
- Lie on your back and put your legs up on a wall. Keep your lower back flat. Your bottom should be about 10 cm from the wall. Stay like this for at least one minute.
- Raise your eyebrows and open your eyes as wide as possible. At the same time, open your mouth as wide as possible and stick out your tongue. Hold this for five to ten seconds. (This stretch takes the tension from the face and will make you smile.)

Use any other stretches you may be familiar with or make changes to those listed here to suit your student's physical abilities. Try to use a full set of stretches to engage all muscle groups in the body.

Play “Aba Daba Honeymoon” while the student dances and acts out the story. Consider playing it a few times today and on Day 2 as a break.

Enrichment (optional)

In addition to the chimp and the monkey, the student may design figures for all the characters and props in the song “Aba Daba Honeymoon” (a baboon, tree, baby carriage, Kim, and Jerry) and perform an “Aba Daba” drama with the song. The student may wish to make a short clay animated film of the drama by taking quick video shots of each slight movement.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to the selection “Puppet Parade.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection “Puppet Parade” in his or her Reading Response Journal.

Assignment Booklet: The student writes sentences using words from the selection.

Print the module number and day (M8D1) on the illustration of the puppet with the reason the student likes it best. Submit it to the teacher on Day 9.

Lunch**Silent Reading** (Time recommended: 10 minutes)

If the student subscribes to periodicals, such as *Owl*, *ChickaDEE*, *Wild: The Wildlife Magazine for Kids*, or *Your Big Backyard*, he or she can read them now. If not, have the student select a story from a library book he or she has borrowed. Other reading material may include comic books or a story from the resources listed. If the student has access to the internet, many children's authors, such as Robert Munsch, have websites with samples of their work.

It is important that both you and the student read silently for ten to fifteen minutes. Each of you chooses separate reading material. There can be no talking once the reading begins, not even to help the student with a word.

Encourage the student to use reading strategies if he or she is having a difficult time with a word.

Remember, you are modelling silent reading. Become involved with your reading material.

As this is silent time, try to prevent interruptions that may occur.

Make sure the reading material the student has will be all that he or she needs during reading time.

When you have finished reading, take a few minutes to discuss what you each have read. Talk about the impressions and feelings you each had while reading. As a reading model, be excited about silent reading time. Be enthusiastic about discussing what you have read.

Phonics (Time recommended: 20–30 minutes)

Review the concepts taught in the phonics book as needed with the student. Have the student read the fold-out booklets from the book on a regular basis. The student may read these during silent reading time.

Dictation will be given on a regular basis as a phonics review and reinforcement.

Dictate the following sentences containing words with *ed* endings.

1. My bunny hopped away.
2. We dipped my dog in the tub.
3. He patted the soft cat.
4. Who spotted the baby ducks first?

The words with an *ed* ending are ***hopped, dipped, patted, and spotted.***

Science (Time recommended: 60–90 minutes)

The student investigates small crawling and flying animals in his or her environment.

Take the student to a local conservation area to observe creatures, such as The John Janzen Nature Centre in Edmonton or Elk Island National Park. If this is not possible, take the student for a walk in a neighbourhood park, woods, meadow, or playground.

Caution the student not to touch any animal, as it might bite or sting. He or she is only to look and record today. Encourage the student to focus his or her observations with the following questions: Did the animal eat? What did it eat? Was there anything in its path? What type of object or plant was the animal on? How did it move or go around an object? How many legs did it have? Did it have wings? What shape and colour is the animal?

Print the module number and day (M8D1) on the drawing of the small animal and its environment. Submit it to the teacher on Day 9.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 1: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Select a book from the Suggested Resources to read aloud to the student. You could read a chapter book of the student's choosing. Read one short chapter per day (if the chapters are long, read a few pages).

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 2

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections* book: *Just Watch Me!*
- ☐ a junior dictionary
- ☐ Thematic Assignment Booklet 8A
– Day 2: Assignment 2

Art

- ☐ materials for making a puppet (an old sock, cardboard, button, and fabric; cardboard, 2 straws that bend, and a paper fastener; or a nylon knee sock, thin cardboard, yarn, fabric, felt pen, and sequins)

Silent Reading

- ☐ books, magazines, or other favourite reading material

Science

- ☐ Small Crawling and Flying Animals chart from the Appendix of the Student Module Booklet
- ☐ envelope
- ☐ nylon stocking or pantyhose
- ☐ metal coat hanger
- ☐ 6 clear plastic jars with lids (such as pill vials)
- ☐ labels

continued . . .

- ☐ tape
- ☐ stapler

Looking Back

- ☐ Thematic Assignment Booklet 8A
– Day 2: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing the Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 8: Day 2 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 60 minutes)

The student responds to the selection “Puppet Parade.”

Following is a sample of how to record dictionary information:

Word	First Letter	Dictionary Section	Page Number
parade	p	middle	54
mouth	m	middle	49
straw	s	last	71
hole	h	first	32

Assignment Booklet: The student completes a dictionary chart.

Art (Time recommended: 45–60 minutes)

The student makes a puppet using the directions in “Puppet Parade.”

Enrichment (optional)

The student may continue to practise dictionary skills by doing one of the following:

- Find the words from Assignment 2 (in the Assignment Booklet) in the dictionary.
- Choose words from favourite selections in other readers and find them in the dictionary.

Lunch

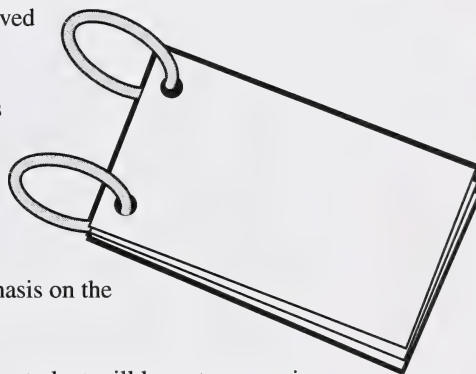
Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 15 minutes)

At the end of Module 7, the words from the Word Wall were removed and placed in two ringed booklets:

- one containing coloured flash cards of high-frequency words that are used often
- the other on white flash cards containing theme words or personal interest words and words from the stories



On occasion, review the cards in the ringed booklets, with an emphasis on the high-frequency words, which are on coloured cards.

Today you will start a new collection of words for this module. The student will learn to recognize these words at a glance, without pausing to sound them out.

Today’s high-frequency words are *fish* and *plants*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select another word to practise. If the student is unable to read the word, help him or her learn to read the word by doing the following activities:

1. Print a short sentence in which the new word has been replaced by a blank line. Have the student print the new word on the blank and then read the sentence aloud.

2. Print the word on a piece of paper and focus the student's attention on individual letters. Ask the following questions:
 - What is the beginning sound?
 - What is the name of the letter that makes the sound?
 - What is the ending sound?
 - Which word has the consonant digraph *sh*?
3. Ask the student to look for smaller words or familiar parts in the new word.
4. Have the student spell the word aloud while printing on paper.
5. Make a list of words that rhyme with the new words and that contain the same word endings or beginnings, such as *fish* and *dish* or *wish* and *plants* and *chants*.

Phonics (Time recommended: 20 minutes)

Dictate the following sentences containing words ending with *ing*.

1. I'm baking a carrot cake.
2. Who wants to go skating?
3. My sister is saving her money to buy a bike.
4. My cat is hiding from me.

The words with an *ing* ending are ***baking***, ***skating***, ***saving***, and ***hiding***.

Science (Time recommended: 60–90 minutes)

The student sorts images of various small crawling and flying animals into groups. A device for catching small crawling and flying animals is constructed.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 2: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 3

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing! Volume 1* CD

Language Arts

- ☐ *Collections* book: *Just Watch Me!*
- ☐ various materials (sequins, string, yarn, fabric, feathers, buttons, tissue paper, wallpaper scraps, wrapping paper scraps, magazines, newspapers, markers, poster paper)
- ☐ Thematic Assignment Booklet 8A
 - Day 3: Assignment 3

Silent Reading

- ☐ books, magazines, or other favourite reading material

Science

- ☐ plastic bag
- ☐ metal coat hanger
- ☐ 5 labelled clear plastic jars with lids
- ☐ spoon or a plastic glass

Looking Back

- ☐ Thematic Assignment Booklet 8A
 - Day 3: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 8: Day 3 in the math program.

Music and Movement (Time recommended: 30 minutes)

Play “Aba Daba Honeymoon” while the student dances to it. Consider playing this song and doing the stretching activities listed in Day 1 a few times today and on Day 4 as a break.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the story “Puppet Parade.”

Assignment Booklet: The student combines sentences using the conjunctions *and*, *but*, and *or*.

Discuss with the student how collage can use various materials to create images (pictures and words). These are carefully arranged to be attractive and to convey meaning. Items in a collage should be connected thematically as well as spatially in the composition.

Provide materials such as wrapping paper scraps, wallpaper scraps, magazines, newspapers, yarn, fabric, tissue, buttons, sequins, feathers, markers, and poster paper. Demonstrate how to make a puppet parade: Tear up paper to make a shape for a puppet, or cut fabric for a puppet, add small items for details, such as yarn or buttons. Use felt markers or paint to show details. Make several puppets and arrange them on the poster paper. Ask the student to give suggestions as you make the collage.

Print the module number and day (M8D3) on the Puppet Parade collage for submission to the teacher on Day 9. Make sure the student’s name is on it.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Spelling (Time recommended: 15–30 minutes)

Today you will pre-test the student on the six spelling words for this module. The term *pre-test* means that you will test the student’s ability to spell specific words without the opportunity to study, or even glance at, the words prior to the test.

Study is only required on the words that the student is unable to spell. Further spelling activities will be done on Day 6 with the words the student needs to study.

Assignment Booklet: Give the student the spelling pre-test. Do not let the student see the words beforehand.

When giving the pre-test, use the following steps:

- Say the word.
- Say the word in a sentence but not at the beginning.
- Repeat the word.

Test the student on these six words.

living	short
black	run
eat	book

After the pre-test, have the student print each word on a coloured index card (a different colour than the high-frequency word index cards) and tape it on the Word Wall under the appropriate letter.

Phonics (Time recommended: 20 minutes)

Dictate the following sentences containing words with *ed* endings.

1. Mom smiled at us.
2. I saved a lot of money.
3. Who poked me?
4. We waved to my parents.

The words with an *ed* ending are *smiled*, *saved*, *poked*, and *waved*.

Science (Time recommended: 60–90 minutes)

The student finds and compares small crawling and flying animals in his or her local environment.

Once outside, have the student look for animals in four different areas: on the grass, on soil, on a tree, and on concrete or under a rock. Instruct the student to sit or kneel quietly for a few minutes at each spot. The student should also catch a flying insect. Once the student has caught a small animal, tell the student to place it and a bit of material from the immediate environment into the jar, then record on the jar the location where it was found. Encourage the student to catch a variety of different animals, such as a spider, an ant, a ladybug, and a centipede.

Print the module number and day (M8D3) on the illustration of the two small animals for submission to the teacher on Day 9. Make sure the student's name is on it.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 3: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 4

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections* booklet: *A World of Puppets*
- ☐ Thematic Assignment Booklet 8A
 - Day 4: Assignment 4

Silent Reading

- ☐ books, magazines, or other favourite reading material

Science

- ☐ large (at least 2 L) see-through container, like a jar or restaurant container
- ☐ cotton balls or small piece of sponge
- ☐ plastic wrap with tiny holes in it or fine screening
- ☐ elastic bands
- ☐ small dishes
- ☐ gloves
- ☐ forked twig
- ☐ Thematic Assignment Booklet 8A
 - Day 4: Assignment 5

continued . . .

Looking Back

- ☐ Thematic Assignment Booklet 8A
- Day 4: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 8: Day 4 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the selection *A World of Puppets*.

Assignment Booklet: The student writes sentences using words from the selection.

Print the module number and day (M8D4) on the illustration of the puppet from the selection and submit it to the teacher on Day 9.

Enrichment (optional)

The student may do one or more of the following activities:

- Make a puppet and plan and present a puppet show with some friends.
- Write the steps that tell how to make a puppet. Follow them and make the puppet.
- Write a puppet play that would teach a lesson or make people laugh.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 5–15 minutes)

Today's high-frequency words are ***gave*** and ***ago***. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select another word to study. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 20 minutes)

Dictate the following sentences containing words with the ending *ful*.

1. That puppy is very playful.
2. Be careful with that hot water!
3. Is that animal harmful?
4. Her father is so cheerful.

The words with a *ful* ending are ***playful***, ***careful***, ***harmful***, and ***cheerful***.

Science (Time recommended: 60 minutes)

The student makes comfortable homes for two small animals and recognizes that their homes must meet their needs, much like humans have homes where their needs are met. Today the student makes a comfortable home for a spider. Tomorrow the student will make a home for ants.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 4: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 5

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

Language Arts

- ☐ *Collections* book: *Just Watch Me!*
- ☐ Thematic Assignment Booklet 8A
 - Day 5: Assignment 6

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Science

- ☐ large jar
- ☐ several pieces of cheesecloth
- ☐ wide elastic
- ☐ black construction paper
- ☐ piece of sponge or cotton balls
- ☐ soft garden soil
- ☐ a piece of wood that fits in the jar
- ☐ 4 small plastic bags—one with 5 mL sugar, one with 5 mL breadcrumbs, one with 5 mL bacon bits, and one with 5 mL grass seed
- ☐ magnifying glass
- ☐ spoon

Looking Back

- ☐ Thematic Assignment Booklet 8A
 - Day 5: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 8: Day 5 in the math program.

Music and Movement (Time recommended: 30 minutes)

For the shadow movements, have the student stand and face you. Create simple movements in slow motion for him or her to mirror as you do them, such as move fingers on one hand, then the other, then both hands; move one arm, then the other, then both; move your head and make facial expressions; move upper torso in several directions; move one foot, then the other; move one leg, then the other; do a combination of body part movements.

Switch roles and have the student lead the movements. After the student finishes leading, you take the lead, then switch back and forth with the student every 30 seconds. When the student becomes skilled at this, create faster movements. Repeat the fast movements over and over. Tell the student to do the same thing.

Play “Just Like Me,” taking turns leading the movements. Consider playing this song and doing the stretching activities listed in Day 1 a few times today and on Day 6 as a break.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the poem “Jenny the Juvenile Juggler.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the poem “Jenny the Juvenile Juggler” in the Reading Response section of the journal.

Assignment Booklet: The student writes sentences using words from the selection.

Print the module number and day (M8D5) on the “I like to listen to...” sentence and illustration for submission to the teacher on Day 9.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20 minutes)

Dictate the following sentences containing words with the ending *less*.

1. Is that a harmless snake?
2. She is brave and fearless.
3. That kitten looks helpless.
4. The picture is colourless.

The words with a *less* ending are *harmless*, *fearless*, *helpless*, and *colourless*.

Science (Time recommended: 60 minutes)

The student observes ants and builds a home for them.

Guide the student to collect ants from one colony only—they will attack ants from other colonies. Remind the student to wear gloves. Gather ants from one spot only. If collecting from an ant hill, disturb it as little as possible. Smooth it over when you are done. Tell the student that the ants will rebuild the colony soon. Help the student gather the ants and place them in the jar. Use several layers of cheesecloth to make sure the holes are very tiny, as ants can escape through very small openings.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 5: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 6

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections* book: *Just Watch Me!*
- ☐ Thematic Assignment Booklet 8A
 - Day 6: Assignment 7

Silent Reading

- ☐ books, magazines, or other reading materials

Science

- ☐ Spider illustration from the Appendix of the Student Module Booklet
- ☐ magnifying glass
- ☐ Thematic Assignment Booklet 8A
 - Day 6: Assignment 8

Looking Back

- ☐ Thematic Assignment Booklet 8A
 - Day 6: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 8: Day 6 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 75–90 minutes)

The student reads and responds to the poem “Jenny the Juvenile Juggler.”

Print the module number and day (M8D6) on the flip book of alliterative phrases for submission to the teacher on Day 9.

Words I Use Often (Time recommended: 15 minutes)

Today’s high-frequency words are *open* and *ground*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select another word to study. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

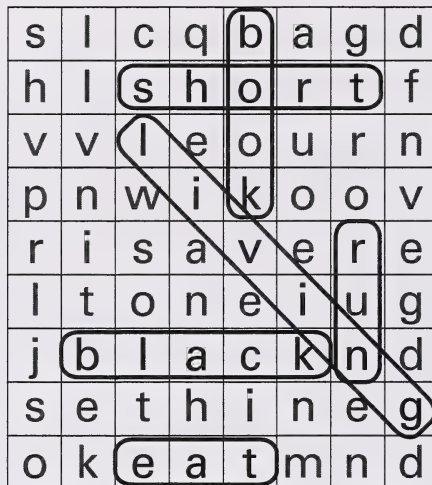
Spelling (Time recommended: 30 minutes)

The spelling words for this module are **living, black, eat, short, run, and book**. As a result of the pre-test on Day 3, you and the student will know which words need to be practised. Review these words, pointing out the following:

- Look for little words in bigger words.
- Look for consonant blends, such as *bl* in *black*.
- Use your finger as a pencil to print the word on your arm, desk, or table.
- Say the word slowly to help you spell the word.

If the student could correctly spell all six words given in the pre-test, have him or her practise the personally chosen words from the stories.

Word Search solution:



Phonics (Time recommended: 20 minutes)

Assignment Booklet: Dictate the following sentences containing words with the ending *ness*.

1. Thank you for your kindness.
2. I don't like the darkness.
3. Feel the softness of this kitten.
4. I can see the sharpness of its teeth.

Science (Time recommended: 60 minutes)

The student learns about spiders.

Assignment Booklet: The student answers questions about spiders.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 6: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 7

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1
- ☐ juggling items, such as small sponges, rolled-up socks, bean bags, balls, oranges

Language Arts

- ☐ *Collections* book: *Just Watch Me!*
- ☐ Thematic Assignment Booklet 8A
 - Day 7: Assignment 9

Silent Reading

- ☐ books, magazines, or other reading material

Science

- ☐ ant illustration from the Appendix of the Student Module Booklet
- ☐ small plastic jar
- ☐ magnifying glass
- ☐ Thematic Assignment Booklet 8A
 - Day 7: Assignment 10

Looking Back

- ☐ Thematic Assignment Booklet 8A
 - Day 7: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 8: Day 7 in the math program.

Music and Movement (Time recommended: 30 minutes)

Play some favourite music while the student experiments with juggling.

Also play “Just Like Me,” taking turns leading the movements. Consider playing this song a few times today and on Day 8 as a break. In addition, do the stretching activities listed in Day 1.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the poem “Jenny the Juvenile Juggler.”

Sample chart:

What I Learned About Writing a Poem

- It can take a long time to write a poem.
- A poem might have to be rewritten several times.
- Poems don’t have to rhyme.
- You should write about something from the heart.

Print the module number and day (M8D7) on the poem for submission to the teacher on Day 9. Make sure the student’s name is on it.

Print the module number and day (M8D7) on the Amazing Job Collage for submission to the teacher on Day 9. Make sure the student’s name is on it.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Spelling (Time recommended: 20–30 minutes)

Have the student write sentences with the words from the spelling pre-test: **short, run, black, living, book,** and **eat.**

Assignment Booklet: The student writes six sentences that contain the spelling words from the pre-test.

Phonics (Time recommended: 20 minutes)

Dictate the following sentences containing words with the ending *ly*.

1. Did you see how slowly the turtle moved?
2. A cat walks softly.
3. I will gladly help you.
4. You're playing that music much too loudly.

The words ending in *ly* are *slowly*, *softly*, *gladly*, and *loudly*.

Science (Time recommended: 60 minutes)

The student learns about ants.

Assignment Booklet: The student answers questions about ants.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 7: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 8

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and other materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ tape recorder and cassette tape or computer with recording capability
- ☐ Thematic Assignment Booklet 8A
 - Day 8: Assignment 11

Science

- ☐ Thematic Assignment Booklet 8A
 - Day 8: Assignment 12

Silent Reading

- ☐ books, magazines, or other favourite reading material

Looking Back

- ☐ Thematic Assignment Booklet 8A
 - Day 8: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 8: Day 8 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to three poems about insects.

Assignment Booklet: The student writes sentences using words from the selection.

Have the student record his or her name, give the module number and day (M8D8), and give the title of the poem on the recording for submission to the teacher on Day 9.

Enrichment (optional)

The student can do one or more of the following:

- Find more poems about insects on the Internet or in a favourite poetry book.
- Make up a puppet show to show friends and family members.
- Act out “I Know an Old Lady Who Swallowed a Fly,” “Eency Weency Spider,” or another poem or song about insects or spiders.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 15 minutes)

Today’s high frequency words are *cold* and *really*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select another word to study. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 20–30 minutes)

Dictate the following sentences containing words with the ending *er*.

1. Ice is colder than water.
2. I think Emily can run faster than you.
3. Whose fish is longer?
4. This chair is harder than that one.

The words ending in *er* are *colder*, *faster*, *longer*, and *harder*.

Science (Time recommended: 60 minutes)

The student distinguishes between insects and other small crawling and flying animals, and compares a spider to an insect.

Assignment Booklet: The student compares a spider to an insect.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 8: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 9

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing! Volume 1* CD

Language Arts

- ☐ *Collections* book: *Just Watch Me!*
- ☐ Thematic Assignment Booklet 8A
 - Day 9: Assignment 13

Journal Time

- ☐ journal

continued . . .

Science

- ☐ bee illustration from the Appendix of the Student Module Booklet
- ☐ Thematic Assignment Booklet 8A
 - Day 9: Assignment 14

Silent Reading

- ☐ books, magazines, or other favourite reading material

Looking Back

- ☐ Thematic Assignment Booklet 8A
 - Day 9: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing Calendar Time activities.

Math Time (Time recommended: 45 minutes)

The student works on Module 8: Day 9 in the math program.

Music and Movement (Time recommended: 30 minutes)

Play “Simple Magic” while the student dances to it. Consider playing it a few times today and on Day 10 as a break. In addition, do the stretching activities listed in Day 1.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the selection “The Great Austini.”

Read the following: Houdini was born in Hungary. His real name was Eric Weiss. He came to the United States as a young child. At 12 years of age, he left home to seek his fortune. He worked in circuses as a trapeze artist. Later, he became an illusionist and an escape artist. He could escape from handcuffs, ropes, locked trunks, coffins, and prison cells. He changed his name to Harry Houdini and became known as The Great Houdini. He is one of the most famous illusionists of all time.

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection “The Great Austini” in the Reading Response section of his or her journal.

Assignment Booklet: The student writes sentences using words from the selection.

Enrichment (optional)

The student can search for websites about magicians by using the search engine Yahoo!igans and typing a keyword, such as *magician* or *illusionist*.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Dictate the following sentences containing words with the ending *est*.

1. The water is deepest here.
2. This is the softest kitten.
3. Sandy is the tallest girl I know.
4. Jim is the smallest boy I know.

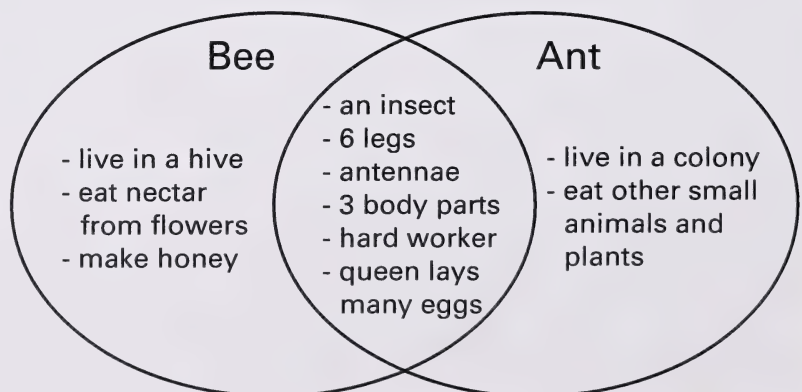
The words ending in *est* are **deepest**, **softest**, **tallest**, and **smallest**.

Science (Time recommended: 60–75 minutes)

The student learns about bees.

Since many students have a fear of bees, or may be allergic to their stings, the student will not be catching and housing a bee. Do take the student outside to observe bees in their natural habitat (flower pots or flower beds, a clover or alfalfa field). Have the student share what he or she knows about bees.

Bring in a flower from outside to demonstrate (by using the bristles of a soft paintbrush) how pollen can adhere to the hairs on a bee's legs. Explain how bees assist in pollination by transferring the pollen on their legs to other plants. As the bee visits a flower to drink the nectar, the flower's pollen sticks to its hairy legs and body. The pollen is transferred to another flower the bee visits, pollinating it, making it ready to produce fruit and seeds.



In Day 11 you will be setting up an aquarium or a terrarium. It is a good idea to look ahead to Day 11 and, if you choose to create an aquarium, place some water in a clean jar or tank to sit for a few days so that the chlorine dissipates from the water.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 9: Learning Log in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Send Assignment Booklet 8A and other items for mailing to the teacher now. Use the **Items for Mailing** checklist at the end of the Assignment Booklet to assemble all the necessary work.

ASSIGNMENT BOOKLET 8A

Grade Two Thematic
Module 8A: Days 1–9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

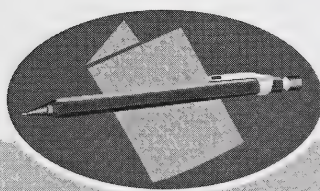
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade Two Thematic

Module 8A

Creep, Crawl, Flit, or Fly

ASSIGNMENT BOOKLET 8A



Learning
Technologies
Branch

Alberta
LEARNING

Learning Log

Home Instructor's Comments

What have you observed about the student's developing oral reading skills? Refer to today's reading activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows what the selection is about |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enunciates (pronounces the words clearly) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • reads with sufficient volume |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • attends to pitch, speed, emphasis, and punctuation |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • has a feel for the emotion of the selection |

Compare the student's progress from Day 8 in Module 5, when oral reading skills were assessed.

Student's Comments

What would you like to tell your teacher about today's lesson?

Assignment 2

Beginning	Middle	End
a b c d e f g h	i j k l m n o p q	r s t u v w x y z

Sort these words from the selection “Puppet Parade” into their dictionary sections by printing them under the correct headings in the chart.

welcome
edges
hands

mouth
tape
Polly

inside
tongue
wet

fold
cardboard
shiny

buttons
toe
arm

Beginning	Middle	End

Learning Log

Home Instructor's Comments

What have you observed about the student's knowledge of alphabetical order and ability to apply it? Refer to today's Finding Words activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses the dictionary sections |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses the guide words in the dictionary |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •locates the word on the page |

Add any comments you have about the day's work.

Student's Comments

What would you like to tell your teacher about today?

Assignment 3

Join the two sentences in each box using **and**, **but**, or **or** to make one sentence.
Print the new sentences on the lines.

1.



I am going to make a shadow puppet. I will put it in a puppet show.

2.



I will make my puppet look sad.
I will make my puppet look happy.

3.



I want to make a glove puppet.
I can't find any newspaper.

Spelling Pre-Test

Listen carefully to the words your home instructor gives you. Neatly print the words on the lines below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's development in viewing and representing? Refer to today's A Puppet Parade Collage activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • maintains interest throughout a demonstration |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • follows suggestions in creating a collage |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows information learned about puppets and parades |

Add any comments you have about the day's work.

Student's Comments

What did you find most interesting today?

Assignment 4

Write sentences using the new words **clown**, **Europe**, **puppet**, and **wood**. Underline the new word in each sentence.

1. _____

2. _____

3. _____

4. _____

Assignment 5

1. Compare your home with the spider's home you built today.

My home has . . .	The spider's home has . . .

2. How are your home and the spider's home **similar**?

3. How are your home and the spider's home **different**?



Learning Log

Home Instructor's Comments

What have you observed about the student's developing knowledge in science?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •recognizes that there are many different kinds of small crawling and flying animals |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies a range of small crawling and flying animals found locally |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •recognizes that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter, and space |

Add any comments you have about the student's development in science or about the day's work.

Student's Comments

Assignment 6

Write sentences using the new words **hoops**, **swing**, and **flew**. Underline the new word in each sentence.

1. _____

2. _____

3. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing investigative skills and attitudes in science? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •sets up an investigation with guidance |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •demonstrates a respect for living things |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •perseveres, staying with an investigation over a period of time |

Add any comments you have about the student's developing investigative skills or about the day's work.

Student's Comments

What would you like to tell your teacher about today?

Assignment 7

Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in yellow the words that end with **ness**.

1. _____

2. _____

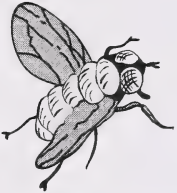
3. _____

4. _____

Assignment 8

Spiders in the Food Chain

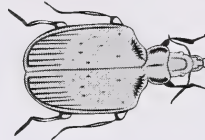
Use the pictures below to answer the following questions.



Fly



Frog



Beetle



Mosquito



Snake



Ladybug



Bird




Lizard


1. Which animals eat spiders?

2. What do spiders eat?

Spiders and the Environment

3. Draw a happy face beside the sentence if it says that spiders are helpful to people and the environment. Draw a sad face beside the sentence if it says that spiders are harmful to people and the environment.

 Spiders are **helpful** to people and the environment.

 Spiders are **harmful** to people and the environment.

Spiders may bite people.	
Some spiders are hunters and eat many insects.	
Most spiders are harmless and shy.	
Some spiders are poisonous.	
Many spiders use silk to make webs to catch insects.	

Learning Log

Home Instructor's Comments

What have you observed about the student's developing writing and speaking skills? Refer to the Sentences with Similar Sounds activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •thinks of words with the same beginning sound |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •writes two or more adjectives followed by a noun when writing phrases |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses original ideas for the flip book |

Refer to the Tongue Twister activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •repeats and enunciates the words in the tongue twisters slowly |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •repeats and enunciates the words in the tongue twisters quickly |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies the features of a tongue twister |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •follows directions to work successfully on the partner activity |

Add any comments you have about the student's developing skills.

Student's Comments

Assignment 9

Write a sentence for each of these words:

1. short 2. black 3. run 4. living 5. eat 6. book

Underline the spelling word in each sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Assignment 10

Animals That Eat Ants

Use the pictures below to answer the following questions.



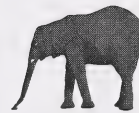
Bear



Anteater



Human



Elephant



Cat



Spider



Bird



Whale

1. Which animals eat ants?

2. Which animals do not eat ants?

Ants and the Environment

3. Draw a happy face beside the sentence if it is showing that ants are helpful to people and the environment. Draw a sad face beside the sentence if it is showing that ants are harmful to people and the environment.



Ants are **helpful** to people and the environment.



Ants are **harmful** to people and the environment.

Ants tunnel through the soil.	
Ants came on my picnic blanket while I was eating my dinner. Some ant bites can hurt.	
Ants eat scraps of food left on the ground after people have eaten there.	
Some ants eat lots of insects.	

Learning Log

Home Instructor's Comments

What have you observed about the student's development in writing? Check yes or not yet.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •writes all assignments independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses charts and the <i>Collections Writing Dictionary</i> to look up words when writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •enjoys writing poems |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •prints name, module number, and day number on all work |

Add any comments you have about the day's work.

Student's Comments

Has your writing improved since the beginning of grade 2?

Assignment 11

Write sentences using the new words **firefly**, **caterpillar**, **something**, and **pocket**.
Underline the new word in each sentence.

1. _____

2. _____

3. _____

4. _____

Assignment 12

1. Draw a spider and an ant in the chart. Label the body parts using these words: legs, head, antennae, eye(s), thorax, and abdomen.

A Spider**An Ant**

2. How are the spider and ant **similar**?

3. How are the spider and ant **different**?

Learning Log

Home Instructor's Comments

What have you observed about the student's developing oral reading ability? Refer to today's Recording a Poem activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •shows an appreciation of the flexibility of the voice as an instrument |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •understands the concepts of pitch, pace, pause, rate, intensity, and volume |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •communicates the meaning of the poem |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •expresses the mood of the poem |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •appreciates the natural rhythm of a poem |

Add any comments you have about the student's oral reading ability or the day's work.

Student's Comments

What would you like to tell your teacher about reading and recording the poem?

Assignment 13

Write sentences using the new words **stood**, **scoops**, **balloons**, **shook**, and **now**.
Underline the new word in each sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

Assignment 14

1. Draw a happy face beside the sentence if it shows that bees are helpful to people and the environment. Draw a sad face beside the sentence if it shows that bees are harmful to people and the environment.



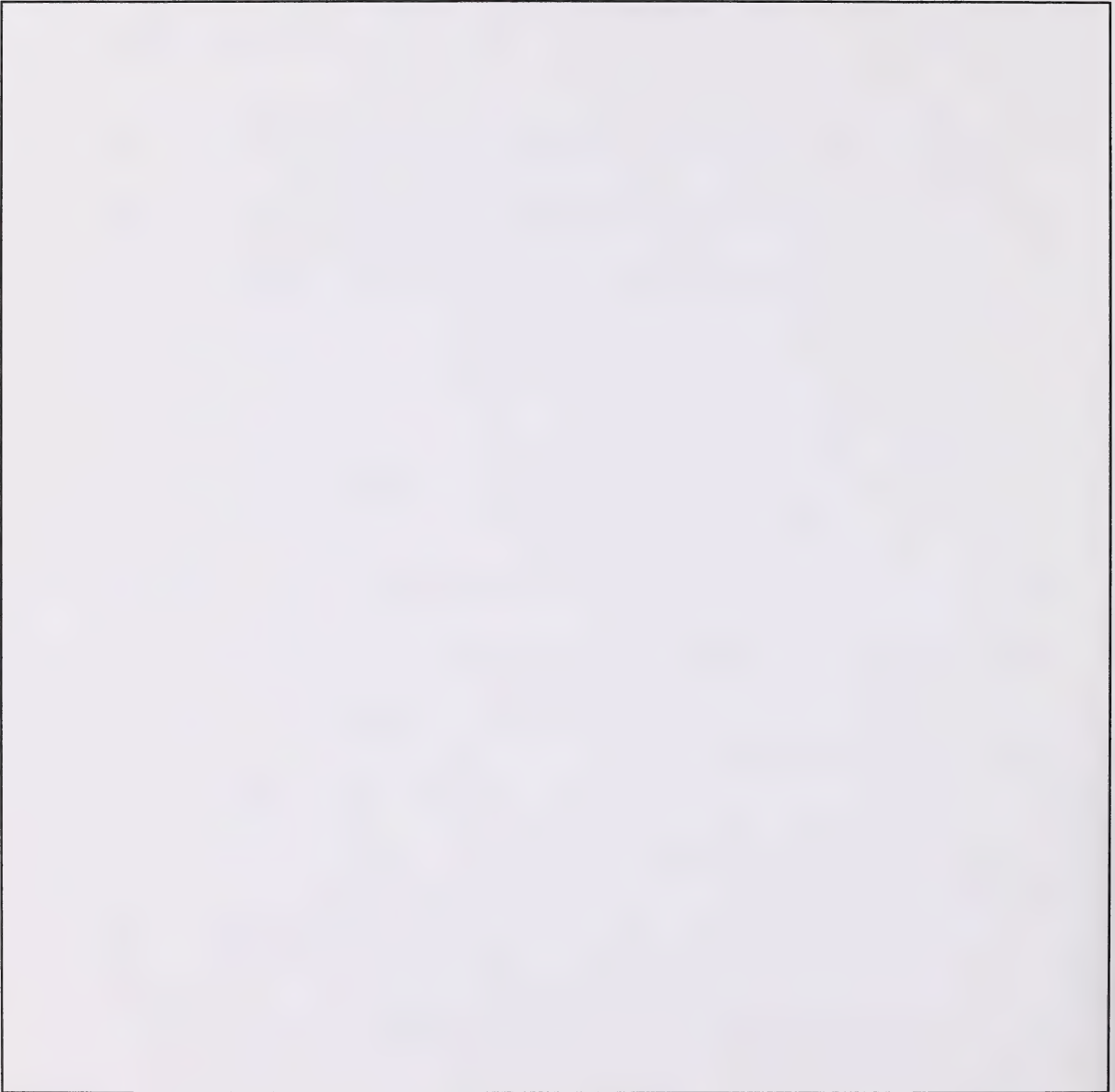
Bees are **helpful** to people and the environment.



Bees are **harmful** to people and the environment.

People eat honey.	
Bees sting if they are bothered.	
People use beeswax to make candles.	
Bees help pollinate flowers.	
People like to cook with honey.	
Bears and other animals like to eat honey and bee larvae.	

2. Draw a picture in the box showing one way that bees are helpful to people.



Learning Log

Home Instructor's Comments

What have you noticed about the student's general development? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •approaches assignments positively |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •responds positively to encouragement |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •applies knowledge to new situations |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •expresses own point of view |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •recognizes when a problem occurs |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •solves problems |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •perseveres (keeps trying) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •works co-operatively when doing school work |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •accepts responsibility for own behaviour |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •acts responsibly in most situations |

Comment on any of the above that need further explanation, or add anything that is relevant.

Student's Comments

What do you like best about your grade 2 work?

Learning Log

Student's Name: _____

What is the purpose of this log? (Write your answer in the space below.)

My answer is: _____

What are the main points of the lesson?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

1. Yes

2. No

3. Yes

4. No

5. Yes

6. No

7. Yes

8. No

9. Yes

10. No

11. Yes

12. No

13. Yes

14. No

15. Yes

16. No

17. Yes

18. No

19. Yes

20. No

21. Yes

22. No

23. Yes

24. No

25. Yes

26. No

27. Yes

28. No

29. Yes

30. No

31. Yes

32. No

33. Yes

34. No

35. Yes

36. No

37. Yes

38. No

39. Yes

40. No

Grade Two Thematic—Assignment Booklet 8A
Module 8A: Creep, Crawl, Flit, or Fly
Items for Mailing

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Days 1 – 9

- ☐ Thematic Assignment Booklet 8A
Ensure all assignments and Learning Logs have been completed.
- ☐ two entries chosen by the student from the Personal Writing section of the student's journal
- ☐ two entries chosen by the student from the Reading Response section of the student's journal

Day 1

- ☐ illustration of the puppet
- ☐ illustration of the small animal and its environment

Day 3

- ☐ Puppet Parade collage
- ☐ illustration of two small animals and statements about their similarities and differences

Day 4

- ☐ puppet illustration and accompanying sentences from the book *A World of Puppets*

Day 5

- ☐ "I like to listen to . . ." sentence and illustration

Day 6

- ☐ flip book of funny phrases

Day 7

- ☐ poem
- ☐ an amazing job collage

Day 8

- ☐ recording of the student reading an insect poem

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